CALL FOR CHAPTERS & REFLECTIONS

Ideating Pedagogy in Troubled Times:
Approaches to Identity, Theory, Teaching, and Research

Curriculum & Pedagogy Group 2019 Edited Collection
11th Annual

The Curriculum and Pedagogy group invites submissions for possible publication in the upcoming peer-reviewed edited collection in their series with Information Age Press, titled Ideating Pedagogy in Troubled Times: Approaches to Identity, Theory, Teaching, and Research. This volume seeks to think through and beyond traditional notions of teaching as a form of activism, and to consider how “activist voices” may emerge through curriculum and pedagogy writ large. We see the book as ideating on - both taking up and seeking to extend - the interbraided values from the Curriculum and Pedagogy group’s espoused mission and vision, collocating activist ideologies, theoretical traditions, and practical orientations as a means of productively responding to the increasingly dire social moment. The current political climate provides both challenges and opportunities to curriculum studies scholars as we ideate on a future direction of our field. These troubled times force us to think critically about our scholarship and pedagogy and our influence on educational practice. As critical curriculum researchers and pedagogues, our ethical imperative is to advance social justice through teaching and learning, without compromising our professional positions within a mainstream value system that favors privileged racial, economic, gender, sexuality, and ability groups (among others).

This book’s submissions are not limited to papers presented at the annual Curriculum and Pedagogy conference. As a means to both extend the organization’s horizon beyond the annual event, and to address the ever-rising need for critical, creative educational inquiry, practice, and theorizing, this edition invites submissions from across the field, and is open to a variety of formats including poetry, prose, art, images, lyrics, as well as more traditionally academic chapters. We are looking to include submissions that ideate on conceptualizations of activist ideologies in identity, theory, teaching, and research in curriculum studies, and how these conceptualizations are informed by one’s location, theoretical perspective, and engagement with this work during troubled times. As an organization, the Curriculum and Pedagogy group has existed for 19 years, and over that time, members have striven to influence curriculum work toward just ends at the public, policy, and practical levels. For more information about the organization and its overarching purposes, please see http://www.curriculumandpedagogy.org
For this collection, we invite two types of submissions: reflections and chapters:

- Reflections are short submissions (under 2000 words) that need not follow the conventions of academic prose or approach, to include arts-based, non-prosaic, or other representational forms suitable for book publication. Reflections that are made in forms that cannot be represented in a book, but might be hosted on a Web page will also be considered. Reflections will be reviewed by the editorial team and should be submitted for consideration by March 25th.

- Chapters are longer submissions (5000 words) including alternative formats from workers/teachers/scholars/activists/artists. Chapters will undergo blinded peer review, and we ask that prospective authors send a 150-word abstract for the first round of reviews. Abstracts (and all subsequent submissions) should be blinded, and authors should include a separate cover sheet that details authors’ names, affiliations, and other relevant information. Manuscripts should follow the APA style for references and bibliography. Chapter submissions follow the schedule listed below. All submissions and relevant inquiries should be sent to 2019CP.Book@gmail.com

There will be two rounds in the chapter acceptance process: abstract submissions and then full-length submissions. Accepted abstract submissions will move on to the next round of review (blinded peer review), and authors at that stage will be invited to submit full-length pieces. As such, please note that acceptance at the abstract stage does not confirm acceptance in the final collection.

- Deadline for 150-word abstract/intent of proposed submission: February 1st, 2019
- Editorial decisions on abstracts sent on or around February 11th, 2019
- Deadline for invited full length Chapters: March 25th, 2019
- Deadline for Reflection pieces (no abstract review required): March 25th, 2019
- Peer review feedback and decisions by April 29th, 2019
- Revised/final Submissions due May 20th, 2019

Warm regards,
Shalin Lena Raye, Stephanie Masta, Sarah Taylor Cook, & Jake Burdick, Eds.

The Curriculum and Pedagogy book series is an enactment of the mission and values espoused by the Curriculum and Pedagogy Group, an international educational organization serving those who share a common faith in democracy and a commitment to public moral leadership in schools and society. Accordingly, the mission of this series is to advance scholarship that engages critical dispositions towards curriculum and instruction, educational empowerment, individual and collectivized agency, and social justice.

The purpose of the series is to create and nurture democratic spaces in education, an aspect of educational thought that is frequently lacking in the extant literature, often jettisoned via efforts to de-politicize the study of education. Rather than ignore these conversations, this series offers the capacity for educational renewal and social change through scholarly research, arts-based projects, social action, academic enrichment, and community engagement. Authors will evidence their commitment to the principles of democracy, transparency, agency, multicultural inclusion, ethnic diversity, gender and sexuality equity, economic justice, and international cooperation. Furthermore, these authors will contribute to the development of deeper critical insights into the historical, political, aesthetic, cultural, and institutional subtexts and contexts of curriculum that impact educational practices. Believing that curriculum studies and the ethical conduct that is congruent with such studies must become part of the fabric of public life and classroom practices, this book series brings together prose, poetry, and visual artistry from teachers, professors, graduate...
students, early childhood leaders, school administrators, curriculum workers and planners, museum and agency directors, curators, artists, and various under-represented groups in projects that interrogate curriculum and pedagogical theories.

Books in this series:

- Ideating Pedagogy in Troubled Times
- Critical Intersections In Contemporary Curriculum & Pedagogy
- Collective Unravelings of the Hegemonic Web
- Liminal Spaces and Call for Praxis(ing)
- Excursions and Recursions
- Surveying Borders, Boundaries, and Contested Spaces in Curriculum and Pedagogy

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We began the call for this book by asking authors to ideate on activism -to take up and seek to extend- the interbraided values from the Curriculum and Pedagogy group’s espoused mission and vision, collocating activist ideologies, theoretical traditions, and practical orientations as a means of creatively, reflectively, and productively responding to the increasingly dire social moment. This moment is framed by a landscape denigrated beyond even Pinar’s (2004) original declaration of the present-as-nightmare. The current, catastrophic political climate provides challenges and (albeit scant) opportunities for curriculum scholars and workers as we reflect on past and future directions of our field, and grapple with our locations and roles as educators, researchers, practitioners, and beings in the world. These troubled times force us to think critically about our scholarship and pedagogy, our influence on educational practices in multiple registers, and the surrounding communities we claim to serve. This is where the call began: from a desire to think through modern conceptions regarding what counts as activism in the fields of education, curriculum, and pedagogy, and to consider how activist voices and enactments might emerge differently through curriculum and pedagogy writ large.

A guiding source of inspiration for this book, weaving among the emerging themes between the collected manuscripts, reflections, and poems, was a passage in Sara Ahmed’s (2013) book, The Cultural Politics of Emotion. In this passage, Ahmed works through the complicated relationship between the testimonies of pain that injustice causes, the recognition of this pain, and the potential of these wounds to move us into a different relationship with healing (p. 200). The chapters, reflections, and poems within this volume, thus, effect a collective ideation on how specific cultural politics and deleterious ideological formations – racism, colonialism, homophobia, ableism, to name only a few – persist and mobilize. The authors seek to expose and name some of these injustices, asking readers not only see and hear these experiences, but to inhabit our complicities in their promulgation.

It is important to acknowledge that these named social troubles do not exist in isolation, and will enmesh, weave, wind, and entangle with one another. The section headings parallel Ahmed’s (2013) own ideations: testimony, recognition, and wounds, not as a formula to follow as an activist call, or as a model for a means to a more just end, but as a way to engage in these issues as a trope of activist confrontation of readers who are, as many of our authors suggest, complicit in maintaining many of these social troubles. The chapters do not need to be read in any particular order, though the ordering of the chapters moves from the naming of social troubles, to showing how teaching, research, and theory ask us to take a more active role in recognizing and acknowledging the prevalence of these issues, and then theorizing ways to engage the wounds.

This volume offers a collection of scholarship that extends curricular conversations, crosses borders of praxis, and expands democratic, critical and aesthetic imaginaries toward the ends of lending momentum to the ever-present and wide-open question: What is to be done— in terms of curriculum and pedagogy— in P-12 schools, in teacher education and other higher education contexts, in communities, as well as within our own lives as teachers, leaders and learners? These chapters represent perspectives from curriculum workers/teachers/scholars/activists across theoretical landscapes and spanning a diversity of positionalities within critical intersections of power and privilege as they relate to identity, culture and curriculum as well as to social justice, schools and society.

CONTENTS:

SECTION I: NURTURING CRITICAL CONVERSATIONS OF CURRICULUM AND PEDAGOGY.
Disrupting Teacher Education: The Rise Of Independent Teacher Credentialing Programs, Kris Sloan.
Daylight Nightmare: A Contending Pressure To Defend And Negotiate Canadian-Muslim Identity On The School Landscape, Momina Khan.
Centering The Voices Of Teacher Candidates Of Color To Inform Racially-Just Educational Spaces, Robbie Burnett and Beth Beschorner.
Decolonization: A Metaphorical Conundrum, Manisha Sharma.
Teaching Black Social Movements Through #Blacklivesmatter: Twitter As A Lab, Knowledge Bank, And Field, Kevin Winstead, and Wendy Marie Laybourn.
Challenges And Possibilities Of Intersectionality In The Education Of English Language Learners, Rachel Grant and Gertrude Tinker Sachs.

SECTION II: FOSTERING PEDAGOGICAL BORDER CROSSINGS AND CRITICAL CURRICULUM IMAGINARIES.
Inmaculada Antolínez-Domínguez, Esther Márquez-Lepe, and María García-Cano Torrico.
Las Traviesas: Critical Feminist Educators In Their Struggle For Critical Teaching, Brian Gibbs.
Preservice Teachers’ Exploration Of Imaginary Futures: Using A Novel To Cross Borders Of Space, Time, And Matter In A Multicultural Education Course, Tammy Mills and Rebecca Buchanan.
It Takes A Nation Of Millions: How To Freestyle A Hip Hop Curriculum, Frederick W. Gooding Jr. and T. Mark Montoya.

SECTION III: EMBODYING POSSIBILITIES IN LIVING CURRICULUM.
Embracing Complexities, Contradictions And Plurality: Three Voices From A Hispanic-Serving Institution At The Frontera, Karin A. Lewis, Miryam Espinosa-Dulanto, and Vejoya Viren.
Criando Y Creando: Latina Mothers In Academia, Freyca Calderon-Berumen and Karla O’donal.
Faraway Eyes: A Lived Curriculum Of Daughter Care, Laura M. Jewett and Zulema Williams.
Identity, Fluidity, Empowerment, And Engendered Poverty: Performing A Veteran-Latina-Online-Graduate Student, Maricela Burns.
Unquiet Complexion, Eva Rose B. Washburn-Repollo.
Not A War Zone, Sarrah Grubb.

Collective Unravelings of the Hegemonic Web
Becky L. Noel Smith, University of Alabama; Katherine Becker, Lakehead University, Orillia; Libbi R. Miller, California State University, Fresno; Natasha S. Reid, University of Arizona; Michele D. Sorensen, University of Regina


Collective Unravelings of the Hegemonic Web represents the culmination of work that emerged from 2013 Curriculum & Pedagogy annual conference. The notion of the hegemonic web is the defining theme of the volume. In this collection,
Liminal Spaces and Call for Praxis(ing)

Miryam Espinosa-Dulanto, Valdosta State University; David L. Humphal, Independent Researcher; Leilya Pitre, Louisiana State University; Jolanta Smolen Santana, Oregon State University


Liminal Spaces and Call for Praxis(ing) follows the theme of the Curriculum & Pedagogy conference that highlighted issues of power, privilege, and supremacy across timelines and borders. This volume comprises of an interconnected mosaic of theoretical research and praxis. Facing the current and future challenges of corporatization of education, it becomes imperative to identify and deconstruct elements that provide more responsive and fertile ground for a research and praxis based mosaic of pedagogy. This volume includes works of those scholars who identified or worked with communities of color and/or who drew on the activist and intellectual traditions of peoples of color, third world feminism, indigenous liberation/sovereignty, civil rights, and anticolonial movements.


Excursions and Recursions
Through Power, Privilege, and Praxis

Brandon Sams, University of North Carolina; Jennifer Job, University of North Carolina; James C. Jupp, Georigs Southern University


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CONTENTS:


Surveying Borders, Boundaries, and Contested Spaces in Curriculum and Pedagogy

Cole Reilly, Towson University; Victoria Russell, Towson University; Laurel K. Chehayl, Monmouth University; Morna M. McDermott, Towson University


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